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ABSTRACT

This paper comments on a study undertaken to ascertain if personnel practices used to achieve faculty integration under court order affected teacher morale. The Indianapolis Public Schools categorized teachers as (1) those reassigned to another teaching faculty, (2) those already under contract who volunteered to be transferred, and (3) teachers hired from outside the school district who were assigned to faculties for the purpose of achieving racial balance. Teacher morale in each group was measured and analyzed. The resulting data findings reveal that new teachers hired to achieve racial balance scored the lowest irrespective of race, and that black teachers scored higher than their white counterparts. (MLF)

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Methods of Achieving Racially Balanced Faculties: Their Relationships to Teacher Morale

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A relevant and persistent problem which confronts educational planners is that of formulating a legal and morally acceptable position on school integration; including a plan which would lead to its implementation. Much attention has been given to the problem of racial balancing of pupils in the schools to achieve what is commonly referred to as a unitary system. Thus, much is written relating to such strategies for racial balancing as open enrollments, pairing schools, cross busing, magnet schools, and realignment of attendance units. Amid the clamor for racial balance among pupil populations, the issue of achieving ethnic equilibrium in teaching faculties often has been overlooked. However, a thrust in this direction has emerged.

Educational officials in many school districts are taking steps to create integrated school faculties. However, the pace has been slow and the efforts too often have been token. The courts are beginning to step in to nudge educational officials to become more active in achieving racial balance in school faculties.

Many personnel administration problems can be anticipated when school officials engage in a plan to achieve faculty integration. Certainly one of the problems which besets school administrators who must implement the plan is that of teacher morale. Research studies have disclosed evidence to show that the educational setting is a variable associated with teacher morale. (Anderson, 1952 and Westfall, 1967.)

Integrating school faculties does pose a teacher morale problem. Some interesting insights into the problem of teacher morale were disclosed in a recent study. (Robinson, 1970.) The study was undertaken to ascertain whether teacher morale was identified with various personnel practices used to achieve faculty integration under court order.

The process of racially balancing school faculties was initiated by a law suit filed against the Indianapolis Board of School Commissioners by the Justice

Department of the United States. This litigation was the result of parental complaints that racial segregation of pupils and teachers was denying their children equal protection of the law. (U.S.A. v. Bd. of Sch. Comm. of City of Indianapolis, 1968.)

The law suit was filed in the spring of 1968 at which time the judge ordered the Board of School Commissioners to prepare a faculty desegregation plan and submit the plan to the court on August 5, 1968. The Board of School Commissioners, through the Personnel Division of the Indianapolis Public Schools, attempted to obtain voluntary transfers from present faculty members and began to assign new teachers being hired to those faculties where racial balance was needed.

The Board presented a three year faculty desegregation plan to the court on August 5, 1968. The racial balance of the faculties for the first year of the plan was based upon the racial balance of teachers assigned to faculties as of June 30, 1968. The judge presiding at the hearing accepted the desegregation plan in part, but ordered each school to have at least one faculty member assigned whose race was different from the racial patterns of the student body. He further ordered specific ratios of white and non-white staff members in sixteen of the district's 108 elementary schools. The judge recommended using volunteer teachers and newly hired teachers to achieve the specified ratios. If these two categroies failed to supply enough teachers to attain the specified ratios, then the judge indicated the mandation of teachers was imperative. Since the Personnel Division had already exhausted the supply of volunteer instructors and newly hired teachers, mandation was the only alternative.

Teacher assignment for the specific purpose of racially balancing teaching faculties must be faced by more and more school districts as civil rights actions against school boards continue. Therefore, the process of reassignment of teachers in the Indianapolis Public Schools provided an opportunity to examine

varying methods of placing teachers to racially balance faculties. From the assignment process teachers were formed into one of three categories: (1) teachers who were mandated or reassigned to another teaching faculty, (2) teachers already under contract who volunteered to be transferred to another teaching assignment, and (3) teachers who were hired from outside the school corporation and assigned to faculties for the specific purpose of racially balancing faculties. For purposes of comparison, a control category also was utilized which was composed of teachers who were not affected by the reassignment process.

The morale of the teachers in each of the above categories was measured and analyzed. The Purdue Teacher Opinionaire was the measuring instrument utilized. Levels of morale were analyzed to determine if differences which might be found to exist between white and non-white teachers in the above categories. In addition, selected personal and situational variables were explored for possible differences relating to morale of teachers in the groupings of categories in the study.

When the methods of assignment of teachers were examined, it was somewhat surprising to find the category of teachers reflecting the lowest morale scores was the category comprising the newly hired teachers. It had been assumed by many that the best way to help achieve racially balanced faculties was to hire new teachers and assign them to faculties according to race. The Indianapolis study refutes such an assumption in regard to morale. From Table I, the data show the mean score of the newly hired category of teachers was lower than the mean scores of the control group, the mandated teachers and the volunteer teachers.

Table 1

Total Mean Scores of Subpopulations by Rank Order

Subpopulation	N	Mean score
Control	329	312.10
Mandate	128	311.70
Volunteer	60	306.63
Newly hired	66	291.64

Total possible score = 400

A one way analysis of variance was used to test for significance among the the mean scores of the four subpopulations. Table 2 shows the F ratio obtained was significant at the .01 level.

Table 2

Analysis of Variance for Total Scores on the Purdue Teacher Opinionaire

Source	df	SS	Mean Square	F ratio
Between	3	28875.00	9625.00	5.88**
Within	579	947623.00	1636.65	
F_{99} (3,579 df) = 3.83			**P< .01	

The Newman-Keuls procedure was used to probe the nature of the differences among the mean scores. Results are summarized in Table 3.

Table 3

Newman-Keuls Test on Differences Between
All Pairs of Means for Total Mean Scores

Category	Means	Newly hired 291.64	Volunteer 306.63	Mandate 311.70	Control 312.10
Newly hired	291.64	--	14.99	20.06	20.46
Volunteer	306.63		--	5.07	5.47
Mandate	311.70			--	0.40
Control	312.10				--

Q_{qq} (r, 582 df) = r = 2: 15.25; r = 3: 17.26; r = 4: 18.44

	Newly hired	Volunteer	Mandate	Control
Newly hired			**	**
Volunteer				
Mandate				
Control				

** $P < .01$

Total morale scores were the composite of ten different factor scores from the Purdue Teacher Opinionaire. Each of the ten factors were examined in a similar fashion as the total morale scores as detailed above. It was interesting to note how each of the ten factors were related to the four categories. In the analysis, three of the factors - rapport among teachers, teacher status and community pressures - did not yield significant differences among the categories of assignments. But scrutiny of the other seven factors suggested insights of an engaging nature. Teachers given an opportunity to express their feelings toward the principal, the morale factor known as teacher rapport with principal, responded similarily unless they were in the newly hired group where teachers scored considerably lower than teachers in the other three groups.

When the morale factor of general satisfaction with teaching was considered, volunteer teachers had lower scores than any of the other three categories. And the newly hired teachers were significantly lower than either teachers in the control group or the mandated teachers. The low score of the volunteer category of teachers may indicate they tend to be more professionally restless. That is, they may have volunteered for transfer as a result of dissatisfaction with their teaching assignment only to find a new teaching position in a new situation did not produce any real increase in their satisfaction with teaching. By the same token the volunteer teachers and newly hired teachers were much less satisfied with teaching salaries than were the teachers in the control group. This could be the result of general dissatisfaction with teaching since salary is a tangible, easily identified issue and thus more prone to be singled out.

On four other factors related to morale -- teacher load, curriculum issues, community support of education and school facilities and services -- teachers in the newly hired group generally reflected significantly lower scores than the teachers in the control group, the teachers who were mandated to transfer and those who volunteered to transfer to racially balance faculties. In the first instance, the low score of the newly hired teachers toward teaching load might be the result of the expectation of the newly hired teachers. They may have anticipated lighter teaching assignments than older, more experienced faculty members who over time have become more adjusted to the school environment. Instead, they may have received loads comparable to, or heavier than experienced faculty members which explains at least, in part, their lower scores toward teaching load.

In curriculum issues newly hired teachers often feel a sense of restraint to implement their own ideas when they frequently are guided to follow courses of study and time schedules which they had little opportunity to help develop.

By the same token lower scores by newly hired teachers on the factor of school services and facilities could well be the result of greater expectations of available teaching supplies and teaching aids than were realized. The budgets of each school were severely limited due to overall budget commitments of the school district. Therefore needed classroom supplies were not always available. The older, more experienced teachers might better understand budget limitations and adjust to the restrictions more easily than newly hired teachers.

As community support of education is considered, a low score on the part of the newly hired teachers might possibly be the result of the general lack of concern over educational issues in an urban environment. The newly hired, inexperienced teacher may not have adjusted to a community where parents do not participate actively in school-parent groups and who are not particularly concerned with the achievement of their children. The experienced newly hired teachers might have received their previous teaching experience in smaller schools where community activities revolve around school activities. Thus, they also may have been dissatisfied with the community support of schools in an urban environment.

An analysis of the personal descriptive data showed few differences among the categories with the exception of the newly hired teachers. They were, in general, younger, less experienced and had fewer advanced degrees than teachers in the other three categories. Yet some newly hired teachers were older and had experience in other school systems. An examination of such newly hired teachers who were comparable in age experience and degree status to teachers in other categories revealed they also reflected the lower morale scores.

The low morale patterns of newly hired teachers persisted even when race was considered. (See Table IV) The white teachers who were mandated, volunteered or were newly hired consistently showed lower morale scores than the control group of white teachers.

Table IV

Mean Morale Scores of White and Black Elementary Teachers by Category

Morale scores	Race: White teachers	Race: Black teachers
330		
320	X control	O
310		
300	X volunteer	O
290	X mandated	O
280		
270	X newly hired	

White teachers X

Black teachers O

Total possible score = 400

A second assumption which proved to have little validity was the notion that mandated teachers would suffer most from lowered morale. This in fact was not the case particularly among black teachers in both volunteer and mandate categories where the morale scores were higher than the teachers in the white control group and the teachers in the black control group.

Thus a comparison of the mean scores of the white teachers with the black teachers in each category revealed the black teachersin the newly hired, the

mandated, and the volunteer categories all had higher morale scores than their white counterparts after being transferred to a faculty to provide racial balance to that teaching faculty. Even so, the black newly hired teachers consistently had lower morale scores than the other three black categories suggesting further questions should be raised regarding the wisdom in employing newly-hired teachers to racially balance teaching faculties. It should also be observed that the data in Table IV relates to elementary teachers only, nevertheless, general patterns of morale held constant for both elementary and secondary teachers included in the study.

Three major limitations should be noted in interpreting the results of this research. First, the transfer of teachers to racially balance school faculties is but one of many variables affecting teacher morale. While this limitation is recognized, it may have been largely overcome by the use of a control group of teachers who were not affected by the transfer process. A multi-factor morale instrument also tends to negate such limitation by examining a number of influencing variables. For these reasons the morale of the control group was considered a satisfactory basis for comparison.

Second, this study represents the effects upon teacher morale when teachers are reassigned to racially balance school faculties in one large school corporation. Thus no claim can be made that the sample of teachers in this study population is representative of all teachers. However it is possible that the results might have implications for other large school corporations where attempts are made to racially balance school faculties.

Finally, in most school systems there will be a range of morale differences among the teachers. The different cultural backgrounds, experiences, aspirations and expectations of teachers in any school situation influence their morale. An attempt to minimize such differences was made with the arrangement of teachers

into groups where reassignment appeared to be the primary factor accounting for variance in the morale of the various groups.

From the study at least eight important conclusions may be drawn. They are:

1) Assignment of teachers to achieve racial balance does have effect on morale, regardless of the method of assignment.
2) Newly hired teachers, to achieve racial balance, made the lowest morale scores. This was true irrespective of race.
3) White teachers in the control group did not differ from their black counterparts in mean morale scores, but black teachers who either volunteered or were mandated for transfer in the interest of racial balance made higher mean morale scores than the black control group.
4) White teachers who either volunteered or were mandated for transfer had lower morale patterns than the control group (both black and white).
5) Newly hired black teachers assigned for desegregation purposes had lower morale scores than both white and black control groups, but higher than newly hired whites similarly assigned.
6) Black teachers, whether they volunteered or were mandated for reassignment, had higher mean morale scores than the black control group.
7) Regardless of the method of assignment used for faculty desegregation, black teachers so assigned made higher morale scores than their white counterparts.
8) Teachers who volunteered for transfer made lower morale scores than teachers in the other desegregation assignment categories.

Finally it may be appropriate to see what implications should be considered as a result of the Indianapolis Public School experience. Among the many are:

- If newly hired teachers are utilized in faculty integration programs, effective in-service experiences should be an integral part of the assignment process.

- Teachers who volunteer to transfer should be carefully considered in relation to their motivation for wanting to transfer.
- It is important for teachers to be convinced that in the transfer process, their selection results in large measure from (1) their talent to perform most ably in the new position, and (2) the professional challenge will indeed be rewarding.
- Courts should consider the pace at which a school district is capable of integrating when they order that district to reassign its staff.

In conclusion, early movements in racially balancing teaching faculties suggest that integration of races in schools will continue until color will not be a factor. Thus all decision makers in education must continually be alert to utilizing the most promising methods of integrating both students and teachers.

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